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FISCAL IMPACT STATEMENT

LS 6959

BILL NUMBER: SB 258

NOTE PREPARED: Jan 28, 2010

BILL AMENDED: Jan 28, 2010

SUBJECT: Reading Deficiencies and Student Retention.

FIRST AUTHOR: Sen. Kruse

FIRST SPONSOR:

BILL STATUS: CR Adopted - 1st House

FUNDS AFFECTED: X **GENERAL**
DEDICATED
FEDERAL

IMPACT: State & Local

Summary of Legislation: (Amended) *Annual Report:* This bill requires additional information concerning ISTEP performance and student retention be included on a school corporation's annual performance report.

Remediation: This bill requires schools to give priority in the allocation of resources to remediation programs to students who are deficient in reading skills in kindergarten through Grade 3.

Reading Skills: The bill requires the State Superintendent of Public Instruction in conjunction with the State Board of Education to develop a plan to improve reading skills of students. It provides that the plan must include reading skill standards for Grade 3, an emphasis on a method for making determinant evaluations by Grade 3 that might require remedial action for the student, including retention, if reading skills are below the standard, and the fiscal impact of each component of the plan.

The bill also requires for any component of the plan that has a fiscal impact, that the State Superintendent present those components of the plan to the General Assembly to determine the amount of any appropriation in the state budget for the state fiscal years beginning in 2011 and 2012.

The bill provides that to the extent a component of the plan does not have a fiscal impact, that component of the plan may be implemented after the State Board holds a public hearing at which there is full public discussion and review by the State Board. It permits the State Board to adopt rules to carry out the plan.

Effective Date: July 1, 2010; July 1, 2012.

Explanation of State Expenditures: (Revised) *Annual Report:* The bill requires that the annual report

submitted by a school to the Department of Education (DOE) after July 1, 2012, and placed on their website to include program test scores for the reading portion of ISTEP and information on student retention in Grades K-10. The provision could have some minor impact if the current website needed modification, but the impact is probably minor.

(Revised) *Remediation*: The provision requiring priority in the allocation of remediation resources to programs for students who are deficient in reading skills in kindergarten through Grade 3 should not have any fiscal impact. This provision would reallocate existing appropriations.

(Revised) *Reading Skills*: The State Superintendent of Public Instruction in conjunction with the State Board of Education should be able to develop a plan to improve reading skills of students within existing resources. If the plan has a fiscal impact, then it has to be presented to the legislature during the budget process.

Explanation of State Revenues:

Explanation of Local Expenditures: (Revised) *Annual Report*: Schools could incur some additional costs by having the annual report include ISTEP test scores by subject and student retention information for kindergarten through Grade 10, but the impact is probably minor. The reporting requirement is effective after July 1, 2012.

(Revised) *Remediation*: The bill could shift some remediation funding that is currently used in Grades 4 through 12 to Grades K-3.

Explanation of Local Revenues:

State Agencies Affected: DOE.

Local Agencies Affected: Local schools.

Information Sources:

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